# NIAGARA : LOOKING AHEAD

NIAGARA COLLEGE
...lied Arts and Techno...
RESOURCE CENTRE

NIAGARA NEWS
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## Past

By JIM WALLACE

It's a long way to come in five years, from 468 students in one overcrowded building to 1,400 students in five buildings on the Welland campus alone.

Niagara College was born of a new concept in education by then Education Minister William Davis. It was to serve 30 municipalities in three counties.

Mr. Davis felt not all students graduating from secondary schools needed degrees. The community college would be flexible and give students more practical experience in the working world. They would not be bound by traditions.

A board of governors was set up to develop the fledgling college. In 1966, it inherited the Woodlawn site, which was originally bought to house a provincial vocational school. Since students were expected in September, 1967, a building was needed. In spring of that year, Hennepin Hall was started.

The building was opened in September on schedule. However, the one building housed the cafeteria and library, as well as classroom space. Although it was built for 350 students, it supported 468 until three portable buildings could be erected.

Official opening ceremonies were held Feb. 28, 1968, at Centennial High School auditorium. Dr. George Bowen was named first president of the new college, and the guest speaker for the occasion was William Davis. Here, the college crest was unveiled. Official colors were dark blue, light blue and white. The coat of arms was a shield divided into three fiels to signify the three counties. The quartered octagon in the centre symbolized the schools of technology, applied arts, business, labor studies and industrial relations, and continuing education. The sculptured "N" in the centre proclaimed "Niagara."

In spring, 1968, work began on the Mackenzie Building. It would house the gymnasium and more classroom space. It was expected to be ready by Fall, but because of a three-month construction strike and lock-out during the summer, it would not be ready until January, 1969.

The board leased Buchanan Hall (now the Department of Horticulture) in St. Catharines. Students' timetables now operated on a two-shift system. All classes were run from 8 a.m. to 1 p.m. and 1:30 p.m. to 6:30 p.m. Night classes were held from 7 p.m. to 11 p.m. This lasted for the Fall term only, until the Mackenzie Building was finished.

Before Mackenzie was finished, the Brant Annex was built. It was ready in just six weeks, giving five more valuable classrooms.

With about 1,200 students registering for '69-70 school year, the Voyageur Block – first of the permanent buildings – was opened in early Fall. It gave more laboratory space and contained the central utilities plant for the entire school. Since there was no permanent cafeteria as yet, the Black Walnut Building was erected within two months, containing the badly needed cafeteria and eight more classrooms.

Anthony Manera, the present college president, replaced Dr.

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## Future

By DON FLOWERS

They can only be college buildings in Spain at the moment; but in the post-building-freeze era, Niagara College could feature buildings with permanent exteriors and flexible interiors.

Three men – Niagara College president Anthony Manera, Alan Wyatt, director of resources, and Dr. William Stuart, dean of technology – were asked their views of the shape future building might take after the building freeze, imposed last November, is lifted.

New buildings are likely to be very flexible inside with steel beams eliminating pillars. Buckminister Fuller's geodesic dome is another idea that would provide "great flexibility," according to Dr. Stuart.

"Changes should be easy to do because academic plans ahve to be changed much more often than 25 years," Dr. Stuart said.

The building freeze put a stop to college expansion and at present only conversations within the existing buildings are possible.

Three major conversions of existing space into classrooms and two proposals concerning the re-location of the School of Retraining, School of Business and SAC's offices are being considered for next September.

Mr. Manera said he would still push for a cafeteria, a School of Business and an electrical laboratory.

The Voyageur block, the last structure built, was to be the service core of the college according to the 1967 plans.

"It may very well develop that way," Mr. Manera said. Though future buildings may still surround Voyageur, there has been a reassessment of the college.

Original plans would have housed 5,000 students, most of them in technology; now, applied arts is the biggest school and projected enrolment for the college is 2,500.

The cafeteria is another bug. If it is expanded and made adequate now, when the freeze is lifted, grants may not be given to build a permanent cafeteria at the core.

"There may be a chance of

see 'Future'
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# GETS $200,000 EXTRA FOR N/C CHANGES

By MIKE McGRATH

Niagara College has been allotted extra money—$200,000.00 – despite the building freeze.

"Anthony Manera, Niagara College President," said Jack McNie, minister of colleges and universities, "has approved additional funds, for building alterations and equipment at the college."

Building alterations include: a $40,000.00 renovation and relocation of audio-visual and television facilities and expansion of electronics labs and welding shop at Wellandvale campus, Said Alan Wyatt, director of resources.

He said $22,000.00 will be spent for removal of two furnaces from the foundry in Voyageur Block, installing an additional welding station and improving ventilation.

Erecting a portable for costume and make-up at the Theatre Centre will cost $10,000.00, as will conversion of the west end of the Brant Annex building into four teaching areas, Mr. Wyatt said.

Part of the machine shop in Mackenzie building will become classrooms at a cost of $7500.00, the old bookstore in Hennepin Hall is to be converted into a dry lab and classroom at $3000.00 and construction at Buchanan Hall at the school of horticulture will be $2000.00.

"These alterations and other minor ones constitute $115,000.00 of the total $200,000.00, and the balance provides for equipment," Mr. Wyatt said.

The grant will provide equipment for business programs, electronics and instrumentation programs, in technology and graphic arts.

The request for these funds was submitted as a "Capital Support Form," sent to the ministry recently, Mr. Manera said.

"We have also submitted a request for funds for an addition to the cafeteria, that will give us more space, and kitchen facilities, that would supply a hot meal; we hope they will approve this appeal, as we are long overdue for it," Mr. Manera added.

He said a request for funds for site-work for landscaping is also being considered.

Niagara Falls Pilot Project

Compete for Progress, not Jobs

# SYSTEMS : STUDENTS 'ON OWN'

By KEITH FOX

ST. CATHARINES – Under the Systems Approach to education, students are competing for progress, not marks, said R.A. Newbery, who has been using the system since Jan. 15.

Mr. Newbery, assistant chairman of the School of Retraining, Niagara Falls Campus, was speaking at the Professional Development Day at Wellandvale March 15.

The meeting was also addressed by Thomas Norton of Humber College, one of the pioneer schools in the Systems Approach, and Niagara College president Anthony Manera. Mr. Manera said Niagara College wanted to take the middle road between a "super, extra cautious approach" and "change for the sake of change."

Mr. Newbery said the student "is basically on his own" in this approach.

"What we have to do is to change our concept of what the student has to do," he said. "Up to now we have not credited the student with the responsibility to which he is entitled."

In answer to a question, he said the systems approach "can be applied to any situation."

Outlining changes in the operation of his school since the pilot project was started Jan. 15, Mr. Newbery said timetables and the familiar grading system were eliminated – they were deemed irrelevant to this approach – and the role of the counsellor was increased.

Mr. Newbery said the students were apprehensive about the approach at first, but there has been a gradual acceptance.

"Half of our students now prefer this type of learning," he said.

Under the Systems Approach, the student is given an individual program to follow, based on an aptitude test before he starts a course, and is left to work on his own. The teacher is given the task of setting up programs for the student after analyzing the aptitude test. Because of the individual schedules, intake can be on a continuous basis. The School of Retraining is converting to this approach as of April 1.

Mr. Norton siad many teachers are going to be wary of the new approach because of the many "cure-alls" thrown at them to solve their problems in the past.

"The process of changing for no particular reason has embittered many educators," he siad. "Teachers have had it with innovators.

Humber College, said Mr. Norton, has taken the "first 10 feet of a mile walk" in regards to obtaining

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All's Well That Ends Well, the last show Theatre Arts will be producing this term, opens this Tuesday at Niagara College Theatre Centre.

There will be no free student tickets Friday, April 6. All proceeds are being donated to the Canadian Arthritis and Rheumatism Society.

Please turn to page two for location of Open House displays on Woodlawn campus.

# EDITORIAL

Don Flowers

Change! a popular topic in today's transient society. Future Shock by Alvin Toffler stresses change and the need to cope with it. But it is not a matter of just coping with change, even more important is accepting it and working with it.

Just as an individual needs to be flexible in thinking and standards, so do educational institutions such as Niagara College.

Planning courses and buildings 25 years in advance is impossible. What can be done is planning flexible, even disposal buildings.

We at the college and realizing the limitations with the Voyageur block and the Simcoe building. They make nice looking prisons but poor schools. Colors, where there are any, seem to clash, rooms are set up to look at but not to teach in and nothing can be changed without great expense.

Niagara College president Anthony Manera, Alan Wyatt, director of resources and Dr. William Stuart, dean of technology, all opt for the functional, flexible buildings, so there is a chance that future planning will incorporate better designs.

Perhaps a geodesic dome set on poured cement covering most of the campus would be close to an idel plan. Using temporary walls inside, changes would be cheap and easy with virtually no restrictions in height or width.

The initial cost of a dome is high but the long-range advantages — flexibility and one building instead of several — could make the scheme practical. Enough edifices have been built to satisfy the builders' egos; it is time to create something practical and useable.

Knowledge is an ongoing thing; some instructors stagnate within the system. With rapid advances in knowledge, does an instructor know what is happening in his field, one he left five years previously?

In a future college, when co-op students leave for their work term, teachers would also go back to their fields so fresh knowledge and ideas would always be present.

Courses must also meet the present and projected needs of the community, not only the immediate community but the "global village" Marshal McLuhan talks about.

The college is picking up courses like interior decorating as the demand calls for it; yet elementary and secondary schools still appear to be worlds unto themselves — worlds that react far too slowly to present day change.

Change just for the sake of change is a danger, but the biggest danger is resisting change, holding onto traditional systems and ideas when they are obsolete.

## "Fires are My Job"

# CANADIANA

By DAN COXON

Standing in the mess hall of HMSC Stadacona on July 27, 1945, the fire chief of the East Coast Naval Command bowed his head as grace was given for the evening meal. The grace was never heard.

A thunderous blast broke the silence. The mess hall door was blown off its hinges.

For mose people, the war in Europe had ended in May 1945, but three months later, the major battle was still ahead for the naval fire chief and the people of Halifax.

On that hot summer evening, the chief didn't have to ask what had happened; he already knew.

Ships returning from the war were docking in Halifax and unloading their explosives at the Bedford Basin Ammunition Dump. By July 27, depth charges, mines and long-range shells had been stockpiled on the docks and stacked on the ground in the old section of the magazine. Tied up in the jetties were five barges loaded with explosives waiting to be dumped into the Atlantic.

The chief had warned his superiors. He had told them that the stockpiling of explosives was too dangerous. From the deck of the Stadacona, he gazed grimly at a fearful vindication.

Across the bay about two miles away, billowed an enormous black cloud of burning gases and debris. It was the initial eruption of 52 hours of continual explosions and fire that engulfed 11 acres.

The ammunition used for signal flares — parotecticks — was piled between rows of brass shells. It was safe at 80 degrees, the temperature that day. But the sun's rays radiating from the brass casings made it over 90 degrees, and the parotecticks exploded.

The 3,000 people of Dartmouth, nearest the basin, were fleeing, panic-stricken; many wondered if the Dec. 6, 1917, World War I disaster was repeating itself.

As citizens fled the danger, the chief went toward it, mustering firefighters and planning strategy.

There was little in his background to prepare him for a catastrophe of this magnitude. Thirty-three years old, he had worked 15 years for the Windsor, Ontario Fire Department and in his third year of naval firefighting.

It would be three days before he knew the fate of his wife and two small children who lived near the Halifax Harbor.

Years later he would say, "I just knew it was my job. I am a fireman — fires are my job."

Within the first hour, the violence and frequency of explosions had greatly increased. Blasts had broken water lines and few hydrants could be used.

At the initial explosion, the Halifax fire boat Rouelle responded and supplied water from the bay until the going got rough. A civilian boat, the Rouelle dropped her lines and returned to her quarters leaving the naval firefighters alone.

Across the bay, 35,000 people — one-third of the Halifax population were being evacuated.

The fire commander regrouped his 40 men and six pumpers; then laid 12 lines from a harbor filled with matchwood remains of the magazine jetties.

The 33-acre ammunition dump was divided into an old and new section by an earth wall five to six feet high. Fire consumed the entire 11 acres of the old section. By midnight, army and naval advisors told the chief that British Navy munitions were stored on the ridge above the fire. If they became involved, the explosions would bring the entire ridge down on the firefighters.

The chief surveyed a desperate situation: flames and smoke leaping into the heavens, explosions high overhead, constant eruptions in the ravaged magazine, buildings housing unknown explosives. The shock of the latest blast rolled two of his men along the ground like sacks of rags.

He looked at the 12 ineffectual lines. Because of the danger, he could not allow his men inside to direct them where most needed. New explosions tore them from their supports leaving them spilling their water impotently on the ground.

He decided there was only one nope — to flood the old section of the magazine.

The British munitions caught fire and the firemen looked at one another in fear. The heat and gases from the explosions rose above their heads igniting in a brilliant ceiling of flame. Three miles away, the people on Citadel Hill read newspapers from the intensity of the flashes.

After four days of continual pumping, the $15 million fire, though not out, was "under control". In that time, the chief scarcely slept; his smoke-stained uniform had become a part of him. He had a shrapnel wound in his leg; taken to hospital for treatment, he learned for the first time that his wife and children were safe.

He was to receive the King's Commendation for bravery.

His name was Harold Coxon.

He is my father.

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# BULL PIT

By DENNIS MULLAN

"What the hell is that?" my good friend Wentworth wanted to know. He was referring to a huge metal ball supported by spidery legs labelled proudly with bleu-blanc Niagara College crests.

"Oh that," I replied as casually as I could. "That's my Niagara College time machine which I built in between Niagara News assignments."

"How far back in time will it go?" asked Wentworth without batting an eyelash.

Setting the Mackenzie date lever for Sept. 5, 1972, I flicked on the Hennepin hydro switch and in two bangs and a flash, we were in the middle of Niagara College registration day.

"Look!" cried Wentworth, "it's another time machine and students are lined up to go in but no one is getting off."

"Wrong on all counts, my friend. That's our $1,400 Labatt's balloon and matching beer tent. Students are lined up for hot dogs and beer and as anyone can see, there certainly are a lot of people getting off."

I manoeuvred the lever again and a shake, rattle and roll later we were peering into a president's management team (PMT) meeting.

Wentworth was quick to notice some members' eye glasses were steamed.

"They just read the first copy of Pillar, a student paper full of poems and short stores," I deduced "and they're claiming it should not be published because of 'words which might be considered offensive by some people.'"

"Why don't they delay the publication five months, then let it go through with a warning on the cover?" asked Wentworth.

"Wentworth," I said, "your're definitely PMT material."

Not wishing to disturb the ecology of the situation, we zipped into February, 1973.

Wentworth was aghast at the sight now confronting us.

"What's all the blood and beer?"

"It's one of our quieter pub nights," I insisted.

"There aren't any drugs on campus?"

"Don't be silly. With all the beer, who needs drugs?"

Now, anyone with two eyes could see Wentworth wasn't digging the scene so I said let's go into the future.

"Can your machine do that?" asked a hesitant Wentworth.

"We'll soon find out," I replied, cracking down hard on the lever. Zap!

Niagara College, 1975.

"Hey, it's a registration day," shouted Wentworth. "Tuition fees have doubled but everyone is over at the new, improved beer tent. How come no one is protesting?"

"I guess they haven't run out of beer yet," I suggested. Well, he had seen eough. "Please, let's return to the present," he pleaded.

I yanked the lever and snap! crash! kaboom! In a cloud of smoke we were back to the present.

A little shaken, but otherwise unscathed, we climbed out of the wrecked time machine.

Wentworth looked worried:

"Phew. That was some year at Niagara College. But your time machine is totalled and you'll be graduating soon. What are you going to do?"

"The only thing I can do," I sighed. "Go out into the real world!"

# Display Locations

**HENNEPIN HALL**

SCHOOL OF TECHNOLOGY
- Physics Laboratory H 19
- Chemistry Laboratory H 20

SCHOOL OF BUSINESS
- Manufacturing Management H 25
- 2 & 3 year Programs H 21
- Business Machines Workshop H 12
- Accounting Program H 29

**VOYAGEUR BLOCK**

SCHOOL OF TECHNOLOGY
- Computer Technology V 2
- Drafting V 7, V 8, V 10A, V 10B
- Thermodynamics V 11
- Communication Systems V 12
- Construction Materials V 13
- Welding & Foundry V 14
- Refrigeration and Air Conditioning, and Surveying V 15, V 16
- Film "Patterns for Profit" V 14

SCHOOL OF APPLIED ARTS AND HEALTH SCIENCES
- Radio and T.V.

**SIMCOE BUILDING**

SCHOOL OF APPLIED ARTS AND HEALTH SCIENCES
- Police Service S 211
- Human Relations S 311
- General College Diploma S 310
- Fashion Arts S 205
- Interior Design Hall adjacent to Hamilton Hall
- Educational Resources Technician S 103
- Public Administration S 301
- Medical Records S 302-3
- Journalism S 212
- Dental Technician S 313
- Library Technician S 101
- Study Services S 105
- Horticultural Technician Foyer
- Theatre Arts S 107

SCHOOL OF COMMUNITY EDUCATION
- Yoga S 106
- Birds of the Niagara District
- Labour and Labour Management
- Slides and Greeting Area Lounge

**TECUMSEH EXTENSION**

EXTENSION STUDIES
- Information Booth

**BLACK WALNUT BUILDING**
- Oil Painting Cafeteria
- Weaving Cafeteria
- Sculpture Cafeteria
- Sailboat Cafeteria
- Model Railroading Cafeteria

SCHOOL OF RETRAINING
- Audio Visual Cafeteria
- Marine School Cafeteria
- Steel Layout Cafeteria
- Technology Cafeteria
- Health and Hospitality Cafeteria
- Academics Cafeteria
- Commercial — Retailing Cafeteria
- Food Services Cafeteria

SCHOOL OF APPLIED ARTS AND HEALTH SCIENCES
- Graphic Arts B1
- Radio and T.V. Cafeteria

EXTENSION STUDIES
- Information Booth Cafeteria

SCHOOL OF BUSINESS
- Women in Business Cafeteria

**MACKENZIE BUILDING**

SCHOOL OF TECHNOLOGY
- Electronics Laboratory M 17
- Electrical Power Technology M 18
- Industrial Instrumentation Laboratory M 22
- Industrial Chemistry Laboratory M 21
- Metallurgy Laboratory M 22
- Materials Testing Laboratory M 23
- Electricity and Magnetism Laboratory M 24
- Machine Shop Processes Laboratory M 25
- Machine Shop Processes Laboratory M 25

SCHOOL OF BUSINESS
- Secretarial Programs M 8

Richard Rohmer (Photo by Tony Ricciuto)

# Canada Sells Out Arctic For A Pittance - Rohmer

By TONY RICCIUTO

The Canadian government has made its non-renewable resources in the Arctic attractive to foreign countries with massive incentives, cheap exploration and extraction costs so that once again Canada has sold out for "a pittance," in the estimation of Richard Rohmer, president of the Mid-Canada Development Foundation.

The Toronto lawyer and autho- was at Niagara March 14 telling students about the Canadian North and his new proposal for getting the oil and natural gas out of the Arctic by using planes three times the size of the Boeing 747.

In the last four years, the Arctic has become one of the major natural resource areas of the world and Mr. Rohmer feels Canada should benefit from this treasure before it is sold to other countries. The life-index of world oil reserves is now only 38 years and has been projected to the reduced to 22 years by 1980. Even by calculating potential or prospective new discoveries, by 1990 the reserve life-index will be down to a mere 11 years.

The major discoveries have been in the Mackenzie delta region at the mouth of the Mackenzie River, and to the northeast of the delta in Sverdup Basin.

Companies from the United States were in favor of building a pipeline to ship the oil to the U.S. but the idea was refused in 1968 by the Canadian government. A pipeline would have to cross Alaska and be built over a mountainous region. The area is known for its earthquakes which would make the pipeline unfeasible and dangerous to the ecology in case of an oil spill. The oil woul;have to be shipped at 150 degrees. The temperature from the pipes would melt the permafrost and would cause the pipe to shift and sink which could cause it to break.

"A pipeline idea is ridiculous," Mr. Rohmer said. Another U.S. idea is to export the oil by ships. The ships would have to be constructed with double hulls because of the ice and general rough conditions of the area. If an oil spill occurred, it could destroy hundreds of miles of water and marine life. The oil would remain under the ice and since the north contains very little bacteria to help break down the oil, it would remain for a long period of time.

If ships were to be used, they would only be able to transport oil but the companies are also interested in the natural gas that exists on top of the oil deposits. Gas to be carried by ship would have to be exported in its liquid state which would result in having to cool it — 260 degrees Fahrenheit. At present, a fleet does not exist for this purpose.

For the last two years Mr. Rohmer has been working in plans with Boeing Aircraft to construct a giant plane that could export both oil and natural gas from the Arcttic. With a wing span of 485 feet, it would have a maximum payload of 2,320,000 pounds.

The plane which would carry the resources in two specially-constructed pods, would be three times the size of a 747 and, empty, would weight one and one-half million pounds. Its fuel would be natural gas.

It has been estimated that one crash will result in every one million fights. In the event of a crash, the only area damaged would be the crash site and the oil would remain on top of the snow where it could be cleaned up. It would fly only over uninhabited regions.

The plane would be run by computer. the pilot would operate it only under emergency conditions. Each plane is valued at 80 to 100 million dollars.

In 1970 the U.S. had a gas shortage of 900 billion cubic feet and it is expected that in the future they will have to depend on Canada if their population continues at the present rate.

"Gas is the critical commodity," Mr. Rohmer said because the other resources can be obtained from other countries.

Mr. Rohmer was asked why the resources are not left in the ground instead of upsetting the environment. He replied that it was really a question of need, if the resources in the north were needed, they could not remain untapped.

**Nelli Geiglielmi**

## HEMLOCK WINNER

Nelli Geiglielmi is the fifth winner in the Sherlock Hemlock Contest to pick the nicest person at Niagara. Nelli is the matron who helps to clean up the lounge in Hennepin Hall. Several students nominated Nellie because of the fine job she does always cleaning up after them. Nellie has been at the college for two years. **(Photo by Tony Ricciuto)**

# 13 PROGRAMS PLANNED

By LINDA CLARK

Thirteen new programs to meet student need for self-improvement outside the classroom are being offered by the Niagara College counselling department next year.

"The programs are not academically oriented," Bruce Tallon, counsellor, said. "They complement the student's life by opening up new individual areas."

One program, "Body Control," which emphasizes yoga meditation and body mapping aims at self-realization and self-integration.

Tension will be attacked at two levels. Tension Control is a self-help program for people who become tense and upset and expend valuable energy in coping with anxiety.

A more intensive program, "Systematic Desensitization" will be offered for people who suffer a more severe type of anxiety in specific situations, such as fear of heights and tension before exams.

Weight control, a program run by Bruce Tallon and Marian Kerr this term and Woman's Role in Society, offered by Gail Hilyer, will be offered again next term.

Two other programs, based upon investigation funded by Local Initiatives Program grants, will be more fully developed next year. They are the Study Skills Program for people whose study habits affect their learning and Student Consumer Education which will focus on student's needs and their interests — buying cars, borrowing and budgeting.

An effective memory program to improve academic memory will be offered. The program will teach "mneumonic" or memory tricks.

A Personal Growth Group program will be for people interested in experience-based learning and group interaction. An effective listening program will be run to "improve general listening skills."

There will be a decision-making program, which is mostly straight guidance, to teach people to make wise decisions faster and with less worry.

Career Counselling to be run by counsellor Gordon McPherson in co-operation with student placement officer Ken Anderson will make students aware of job opportunities and teach then how to behave at interviews.

A self-exploration program, which will be entirely personal counselling, is set for next year. "People notice changes in the living style but they are unaware of how to initiate these changes in their own life," Mr. Tallon said.

A program that may get the biggest response just from its title is Human Sex Behavior. The program was suggested by Niagara College physician, Dr. Gerald Alexander, because of an apparent lack of student knowledge of physical aspects of sexual activity.

The program will be run by health services and counselling.

Most of the informatiom for the programs is from government agencies and from experts in the particular fields.

# FLYNN TO GET MASTER'S

By PAUL LEGALL

Niagara College Sociology teacher Mike Flynn will receive a master's degree in education from the State University of New York at Buffalo spring commencement on May 26.

Mr. Flynn enrolled in the master's program in the summer session of 1969, and continued through night classes while teaching at Niagara College. He completed the program in 1972, but lost some time by changing programs.

"I originally enrolled in structural media, and lost nine hours of credit when I transferred my major to instructions in social studies education with a minor in sociology," Mr. Flynn said.

Despite the busy schedule, Mr. Flynn found time to get married in 1970, and he and wife spent the summer in Europe vacationing in England, Scotland, and Wales.

A native of Ottawa, Mr. Flynn came to Niagara College in 1968 after a year with Canadian Manpower and Immigration in Port Colborne.

While at the University of Buffalo, Mr. Flynn studied the concept of individualized studies which he applies to his elective-human relations.

"Individualized studies is the in-thing in the States," he said. "It has proven more successful than the lecture method in political science, and psychology, and I think sociology would be much the same.

"In human relations I use the unit approach. The course is divided into nine units, and the student works at his own pace. In a semi-structured format, classes are held according to need, and the objectives a-e clearly stated in the units," he said.

There are no failures in the unit system. A student who does not complete the nine units is marked incomplete and may pick up the course at any time.

Mr. Flynn, who lives in St. Catharines, said he is a chess, and model railway fanatic.

# MESSAGE FROM THE PRESIDENT

I am pleased to have this opportunity to extend a sincere welcome to all members of our community on the occasion of the 1973 Open House. The purpose of the Open House is to enable you to find out about the various programs offered by the College. At the same time, by talking with students and staff, you will be able to learn more about the various activities in which students participate.

I hope that you will take advantage of this opportunity and that, by doing so, you will be in a better position to assess ways in which the College can help meet your educational requirements, whether they are for a program in a specific career field or an updating or special interest course.

Should you wish additional information on one of our existing courses or programs, please contact our Registrar. He'll refer you to the person who can best answer your questions. Should you be interested in a program or course that we are not now offering, please feel free to write to me. We'll look into it and let you know.

Yours sincerely,

Manera

A. S. Manera,
President.

# SCIENTOLOGY —A RELIGION

By PAUL LEGALL

It took the Lord Buddha years of discipline, meditation and searching to find the path to enlightenment. Scientology, a secular religion. claims to shorten the arduous path by years through a process called auditing.

Star Lepp, secretary of the St. Catharines Church of Scientology, demonstrated the process on an electropsychometer, better known as an "E" meter.

The "E" meter is a simplified polygraph. The polygraph is used in lie detector tests, but no court in the world will admit its results in evidence.

"The idea is to achieve a free floating needle which means there is nothing bothering the subject," Mrs. Lepp said as she handed the probes to an assistant, and demonstrated the response to a simple pinch.

The assistant closed her eyes, and followed Mrs. Lepp's instructions.

"Think of the pain.

"Think of something pleasant.

"Now, try to remember the pinch.

"Good, Thank you," she said as the needle began to float freely again.

Mrs. Lepp said the same thing can be done with memories which cause pain. These memories, called egrams, can be purged through skillful auditing on the "E" meter.

Scientologists believe people store memories from the womb, and previous lifetimes which can cause present anguish.

The object of Scientology is to rid the "time-track" of all "past debris that way impinge upon the preclear's mind, and block further growth."

A "preclear" is anyone who has not undergone extensive auditing. When all engrams are removed, the subject becomes "clear", a state similar to Buddha's enlightenment.

Scientology is the brain-child of ex-science fiction writer L. Ron Hubbard, who used the pen name Winchester Remington Colt, among other imaginative pseudonyms.

A group of St. Catharines Scientologists, including Mrs. Lepp. travelled to the West Coast two years ago to meet the "high priest." Mr. Hubbard, who is banned from the United States, was living on a ship the "Org" anchored off the coast of San Francisco.

"He's just an ordinary guy," Mrs. Lepp said.

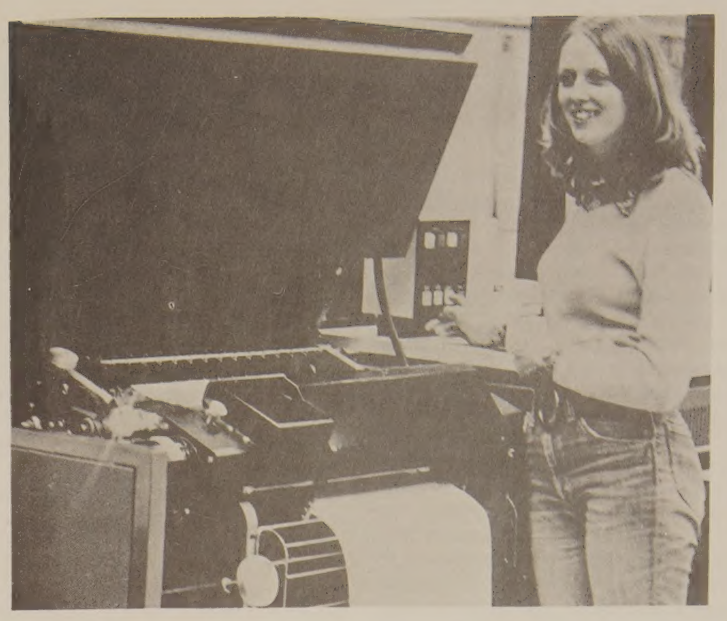
The "ordinary guy" holds the rating of 8 which means "he is immortal, can read thoughts, dematerialize and rematerialize at will, and travel through solid objects," among other things.

The OT 8 rating is open to all scientologists; but so far only Mr. Hubbard has achieved it.

L. Ron Hubbard's presence fills the air at the St. Catharines office woth books, tapes, and posters which smile from every wall.

Asked about the Scandal of Scientology, a book which attacked the movement and the founder, Mrs. Lepp said, "I wouldn't take it seriously; the author, Paulette Cooper, is being sued."

"She hasn't hurt us at all," she said, "we're more popular than ever."



Third-year data programming students work with the computer as they analyze the results from 300 players and 10 teams of the Ontario Hockey Association. The information received is sent to all 16 National Hockey League teams and many of their scouts. **(photo by Tony Ricciuto)**

# AV EQUIPMENT TO BE USED AS EXCITING LEARNING DEVICE

By SHIRLY ROBSON

A bulletin board display conveys the message of the month, "Media is the key to effective learning."

The audio visual services deal with media as a learning device. Projectors, tape recorders, and cameras sit on a shelf in the audio visual area, waiting to be used in an exciting way to enhance the learning process.

The audio visual service located on the first floor of the Simcoe building is open to faculty and students, who wish to come in and borrow equipment for lesson presentations.

All equipment borrowed by students must be co-signed by an instructor, who then becomes responsible for the return of the equipment.

Trained technicians are available to give instruction on the use of the different equipment. A member of the staff, Dave Farr, instructs students of Educational Resource Technician, Library Technician, and Radio/TV, in an audio visual course that has been incorporated into their curricula.

"Equipment utilization is high on many items," said Paul Burns, head of AV services.

"However, we are still trying to stress the point that specific points can be better reinforced through the audio visual aids that are found here in our department."

As well as maintaining the equipment in the Resource Centre, the staff will fill orders from instructors for overhead transparencies, dry mounting, slide presentations, and tape presentations.

A major project that the audio visual services undertook was the producing of a slide-tape presentation to be used in the recruiting of students to the college.

# DATA STUDENTS KEEP OHA FILES

By GARY ERB

Eight third-year students in data processing keep the official statistics for over 300 players and 10 teams in the Ontario Hockey Association.

The information compiled on the OHA players and teams is sent to all 16 National Hockey League teams and many of their scounts, instructor John Cassidy said.

"We have a mailing list of 200, consisting of scouts, radio and TV stations, newspapers and the OHA teams."

Analyzing the OHA offers third-year Data Programming Management students a realistic project, according to Mr. Cassidy.

"With 300 players and 10 teams to compuertize information on, the project keeps the four males and four females in the program busy," he said.

"The project has two purposes," Mr. Cassidy said. "It gives students the educational experience working on the computer and brings publicity to the college program."

The OHA pays each student $100 for the year and covers all mailing costs and long distance phone calls.

"The students run the whole program and a different student supervises the use of the computer every week.

The entire project was started last year with the information and statistics kept manually creating quite a job for the students, he said.

We receive the games statistics after they are played and the information is coded and transferred to computer cards and checked before being computerized every Wednesday, Mr. Cassidy explained.

Statistics are compiled on individual players in categories of goals, assists, penalties and games played. The teams statistics in categories of wins, losses, ties, team penalties, goals for, goals against, and number of games played.

Information on the top 50 scores and top goalis is sent out every week while information on every player in the league is sent out once a month.

"We hope to keep lifetime averages of guys in the league who play three or four years," Mr. Cassidy said.

"There are occasional complaints from the teams and players but nothing too serious," he said.

"It's interesting and lots of fun. You get to learn the teams and players," one girl said.

## Tattle Tapes To Keep Books in the Library

By MEL YANKOO

A new security system to be installed in the Resource Centre by the end of this term will make it almost impossible to steal a book.

The new system – tattle tapes – will be tested this term and will be in operation by September, 1973, according to S.J. Kees, chief librarian. Mr. Kees said the tattle tapes will detect unauthorized removal of materials. Proper removal of materials from the circulation desk will deactivate the system. He declined to explain the system in detail.

"The less people know about it, the better it will work," he said.

A security guard will not be present with the new system.

Graham McKinnon, head of academic resources, said the tattle tape system will reduce book loses to almost a zero level. He did not specify the number of books lost in the past.

Pointing out other advantages to the new system, Mr. McKinnom said there would be less aggravation because no line-up at the exit nor searching of brief cases would be necessary.

A first offender will have his name recorded and a second offence will bring him a warning, Mr. McKinnom said. If he persists, the offender will have his Resource Centre privileges suspended for a time decided by library authorities.

Mr. McKinnom envisages legal action only as a last resort.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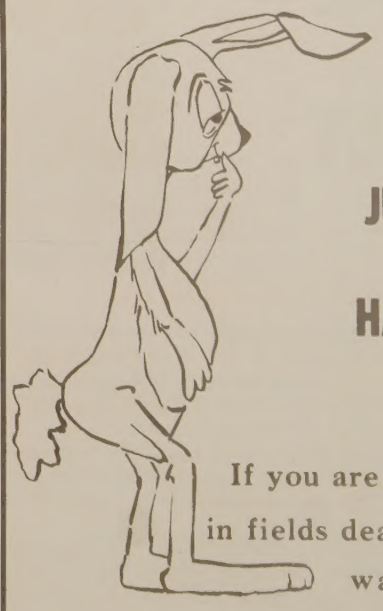

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# COURSE FOR FIREMEN

By MIKE MCGRATH

A Fire Protection Services Program is offered at Niagara College through night courses.

This diploma program, which has an enrolment of 55 volunteer and professional firemen, is divided into two parts, R.D. Campbell, program co-ordinator, said.

The first two terms are involved with firefighter technology and the last two with the fire protection specialist.

Firefighter technology is concerned with the mechanical operations of equipment and procedures. The fire protection specialist trains people who want to become officers or possibly fire chiefs.

The four fire-oriented courses in the program are: cause and preservation of evidence, fire fighting facilities and procedures, fire prevention codes and systems and hydraulics and delivery systems.

It takes five to six years to graduate from the night course; a similar day program would take two years.

"I can see the possibility of offering this as a day program as this type of employment is becoming more complex and need for more intricate training is required," Mr. Campbell said.

The course started two years ago on suggestion of the Niagara Fire Fighters Association which wanted some fort of upgrading for its men.

"Employees and volunteers are encouraged to take the program by their local fire fighters association, but it's voluntary," said Mr. Campbell.

"We won:t be surprised when a certain amount of training becomes mandatory for anyone seeking a position as fireman," he said.

Mr. Campbell said graduates from this program are not limited to employment as fire fighters but may also work for the fire equipment manufacturer's and for insurance companies as risk evaluators.

He praised a proposal to build a fire hall on campus.

"This would be a great benefit to our students," he said.

# WELLANDVALE SETS SAIL

By KEITH FOX

ST. CATHARINES — Gone are the days when the only thing a sailor needed to know was how to tie a knot, and where the north star was.

To prepare for a life at sea, more than 100 people enrolled in January in an annual three-month marine course directed by Capt. Thomas Robertson, at the Wellandvale campus.

The practical side of seamanship is taught. Radar equipment, radio sets, and compasses give rooms the appearance of a ship's bridge.

Capt. Robertson believes Wellandvale is the ideal location for a marine school.

"Years ago, the nearest marine school was in Toronto," he said, "but the majority of (Canadian) sailors live in this area, mostly because of the Welland Canal."

Anyone wishing to take the course must apply through Manpower. The Marine course has been offered at Wellandvale for over five years, with excellent placement figures.

# GIRL TAKES 5 COURSES

By DENNIS MULLAN

Margaret Kennedy, a 20-year old Niagara College extension student, eases in on time for the interview looking very comfortable in her big brown coat, faded blue jeans and hush-puppyish shoes. Her straight black hair is tied neatly behind her head.

Smiling a greeting, she plunks 15 cents into the college coffee machine and comes over to sit down.

Margaret has had a busy night life this past term, what with taking five night courses at Niagara four days of the week.

Throwing off the coat she yanks out a king-size Rothman's. (Her lips are parted in a half-smile).

Upon request she fills in the usual background info- born Sept. 13, 1951 in Port Colborne; lives with her parents, etc.; the courses she is taking — sociology, language arts, political science, social services and social work methods.

When the conversation turns more deeply into education Margaret regretfully recalls her disillusionment with university. She dropped out of an agricultural sciences course at Guelph a year ago.

"A lot of what they teach at university is bull.... It could be condensed into about two and a half years. That's why this college is a good thing. You can build on it later — you will keep adding to it while you're out working."

Her vocational aspirations are now pointed towardthe social service field.

"I've had some non-professional experience in social work before," she said, "and I am going to be doing volunteer work for family planning and counselling services in Port Colborne."

Lighting up another cigarette she crosses her legs to get more comfortable. She watches me more closely now waiting for another question.

"What area of social work would you like to go into?"

"Administrator of all social programs in the government," she laughts and then more seriously: "there should be social workers in high schools. Kids don't go to see the counsellors now."

Margaret is working part time as receptionist and typist at a Port Colborne Chemical company. She likes to read and does housework at home when not working.

Asked if she wanted to add anything she recommends a book "Adventures in a Night Culutre." It's about night school. Margaret Kennedy is always helpful. Margaret Kennedy will make a good social worker.

# Course Misrepresented, ERT Applications Low

By LINDA CLARK

The reason applications for the Educational Resource Technicians program are low is because the course has been misrepresented, according to Gail Hilyer, program co-ordinator of the ERT course.

"The reason more people do not apply for the course is because they feel when they are finished they might only be qualified enough to be a secretary," Mrs. Hilyer said. "People also have the impression that since jobs for teachers are scarce, jobs for technicians are scarce. Actually, there are a lot of available jobs for technicians."

One second-year student, Elspeth Younie, says there are more jobs for ERT students than there are people available.

"There are a lot of things we do that teachers can't," Miss Younie said. "We are para-professionals."

Elvira Lucas, instructor for the ERT'S and second-year students, Elspeth Younie, Franca Nero and Larry Dolan, have been going to high schools in the Welland area to try to recruit people into the course.

They have been stressing the four specific study areas of the course.

One study area is primary education where students learn to work with children from junior kindergarten to Grade 8. Remedial work, working with children with learning disabilities, comes in this category.

ERT's also learn guidance techniques. They are taught to score and administer standardized tests, how to plan for conferences and how to set up schedules, timetables and counselling areas.

Physical education is also an area of study for ERT students. They learn to plan field trips, intramural activities and tournaments. They are also taught the basic games and sports used in schools.

The last study area for ERT students is "Instructional Media," which, according to second-year student Dennis Pearce, is "the planning and producing of audio-visual materials in an educational setting."

ERT students stress the availability of jobs for technicians. Two students already have jobs with a month left in their course.

# BOAT BUILT FROM KIT

By GARY ERB

Nine third-year thermodynamics students have built a seagoing sailboat — all from a kit.

The "Mirror Class Dinghy Sailboat" similar to boats sailing around the coasts of Britain and Canada will be displayed and may be reffled off during the afternoon of Open House.

The students belonging to the newly formed Mechanical Club in the School of Technology have been working about three hours a week since Feb. 7, said project supervisor, A.E. Mills.

"A raffle will hopefully cover the cost of the sailboat kit and materials," he said.

The students are enthusiastic about the project because they can apply their mechanical experience and ability.

"It's different from working with theories; it provides important practical work, said Perry L'Herault one of the students.

These boats are excellent seaboats which can be seen on Lake Ontario, on Georgian Bay, and on the other Great Lakes, he pointed out.

The kit was bought from Seagull Sailboats Ltd., of Toronto for $489. It came with all the woodwork needed and the students started to work. The kit included sails, mast, rigging, oars, hardware, nails, screws, glue and fiberglass — "everything but the paint or varnish because people like to finish their boats in different colors," Mr. Mills said.

The boat 11 feet long has a beam of four feet seven inches and a sail area of 70 square feet with a Hull weight of 98 pounds. It has been cut off about two feet from an ordinary sailboat, so it's packing into 11 feet the roominess of a 13 or 14 foot boat, which is why it is sometimes known as the Mirror 11/13.

When sailing, the boat will carry two or three adults comfortably. It can be used with an outdoor motor.

Asked about the possibility of selling the sailboat outright, one student said, "it could probably be sold for $900.

"We hope the boat will show the people during Open House what can be done mechanically," said Mike Cosoletto, another worker.

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# McNie Says No To Plea For Special Interest Courses

By MIKE McGRATH

Anthony Manera, Niagara College president, has received a letter from Minister of Colleges and Universities Jack McNie in answer to a brief sent by J.R.W. Whitehouse, dean of the school of community education.

Mr. Whitehouse's brief expressed concern at elimination of grants for all courses less than 10 hours in duration or less than $5 in activity fees.

The purpose of the paper was to recommend financial support for areas of community education in which a formula grant system might not be effective, such as: short term educational conferences, seminars, work shops, special education for old age pensioners, Indians, disabled, unemployed and people with minimum income, Mr. Whitehouse said.

"Basically Mr. McNie's letter said the reason for tightening up on rules for funding special interest courses was because some colleges abused this in the past," Mr. Manera said.

The letter said, in some cases, colleges had claimed for finances, yet fees covered the cost of the course.

"There have been abuses and we are paying the penalty for them," Mr. Manera said.

He said it is unfortunate because Niagara College may have to discontinue courses for senior citizens. The college is financing them this year but may not be able to in September.

# LABOR EDUCATION GOES BEYOND N/C

By JIM WALLACE

Niagara College's labor education program "may well provide the blueprint for future college labor education programs in Canada," according to John R.W. Whitehouse, dean of the school of community education.

Mr. Whitehouse told 400 delegates attending the Annual Educational Institute in Toronto March 10 and 11 "growing recognition within the labor movement of the consequences of rapid...change seems to be bringing about a general change in attitude toward the concept of labor education in Canada."

Since the labor studies credit program was offered four years ago at Niagara, 325 workers, mostly supported by trade organizations, have registered in courses leading to the Certificate in Labor Studies.

Labor educational needs are growing, he said. In response to these needs, the Institute of Labour and Labour-management Studies, in co-operation with other community colleges, is ready to extend the program to communities beyond the Niagara Peninsula.

The first of these programs will be offered in Guelph in April. As a result of labor studies conferences there, 42 scholarships had been raised by Feb. 10, and 60 adult students are expected to attend the initial three courses.

By using a functional approach to program development, "we are rapidly dispelling the rather widespread myth that working people are not particularly interested in education," Mr. Whitehouse said.

# 17,000 JOBS FOR STUDENTS

TORONTO (CP) — The provincial government will provide jobs for about 17,000 of the 300,000 ONtario students expected to be seeking work this summer, Margaret Birch, minister without portfolio, said Monday.

Mrs. Birch, responsible for the Ontario Youth Secretariat, said at a news conference that programs being co-ordinated by the secretariat will provide about 7,000 jobs. These will include farm work, assisting police, community projects and assisting nursing-care patients, the retarded and mentally ill.

Another 10,000 jobs will be provided by government departments hiring students to replace vacationing staff.

Mrs. Birch estimated the secretariat's program will cost $8.1 million compared with $6 million for 6,000 jobs last year.

She said students seeking jobs should write to: Experience 73, Queen's Park, Toronto.


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Or Telephone Mr. Bob Baddeley at 735-2211, or, from St. Catharines and Niagara Falls at 384-9011, ext. 219.

Enrolment for these courses April 9-12.


# TRUDEAU MAY BE ALOOF BUT APPROACHABLE

By DON McCAHILL

Prime Minister Trudeau is not as arrogant and as unapproachable as he is sometimes portrayed in the press, according to Don Tolmie, Welland Member of Parliament from 1965 to 1972.

Mr. Tolmie was speaking on the life of a parliamentary backbencher to Political Science students from the Radio-Television Program here, March 13.

Mr. Tolmie said Trudeau is forthright in his opinions, a fact which helped him win his first election. Trudeau says what he thinks, according to Mr. Tolmie, but perhaps not as frequently as he used to.

Mr. Tolmie said that, like all exceptional people, Trudeau is somewhat aloof but he is approachable. However, he does not have the same degree of warmth of Lester Pearson, the other prime minister whom Mr. Tolmie served under.

"Pearson was basically a diplomat who got into politics at the urging of the Liberal party. He was an optimistic man with a tremendous facility for making compromises," Mr. Tolmie said.

Mr. Tolmie said that in times of trouble, such as the near defeat of the minority government in early 1968, Pearson "came back with a lot of resource and a lot of bounce."

Mr. Pearson uncalcated loyalty into his workers and made Liberal members of Parliament feel they were part of a team; this made everyone work harder.

Mr. Tolmie said even the backbencher has some power in parliament. One method he could use to exert influence was in the party's weekly caucus meeting.

Another was by being a member of a committee. A third was by influencing ministers in private. It depended greatly on the individual.

Questioned by a student about the possibilities of politicians being corrupt, Mr. Tolmie said, "In eight years as an alderman and seven as a member of parliament, I have never seen or heard of any politician who has ever gained financially from political office. Actually, the reverse is true. The ones who go to parliament usually lose money because they receive less pay in Parliament."

Mr. Tolmie said "packaging" candidates in a slick selling campaign with best television coverage and publicity is potentially dangerous. Any candidate, packaged correctly, could defeat a worthier man.

Mr. Tolmie suggested that campaign funds should be partially subsidized by the public treasury to stop parliament from becoming a rich man's playground.

Mr. Tolmie, who is now practising law, said he was satisfied with his political career. He left politics at the level of Parliamentary Secretar, (one stage below a minister), and has the distinction of being one of the two persons in recent years to have a private members bill passed into law. He was the originator of the Criminal Records Bill of 1972 which allows people with criminal records to have their records expunged.


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Personality Dynamics — Tallon
Psychology I — Hay
Speedreading & Comprehension — Collins
Sociology — Flynn

For further details visit the Extension Booths at Open House, in the Cafeteria and the Voyageur — Tecumseh link-up, and pick up a free brochure.

Or telephone Mr. Bob Baddeley at 735-2211, or, from St. Catharines and Niagara Falls, at 384-9011, ext. 219.

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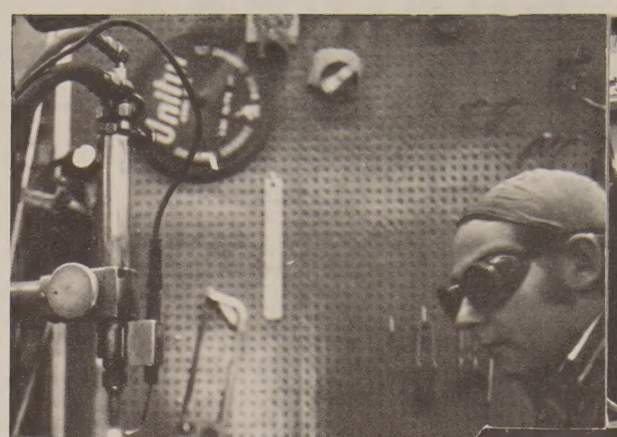
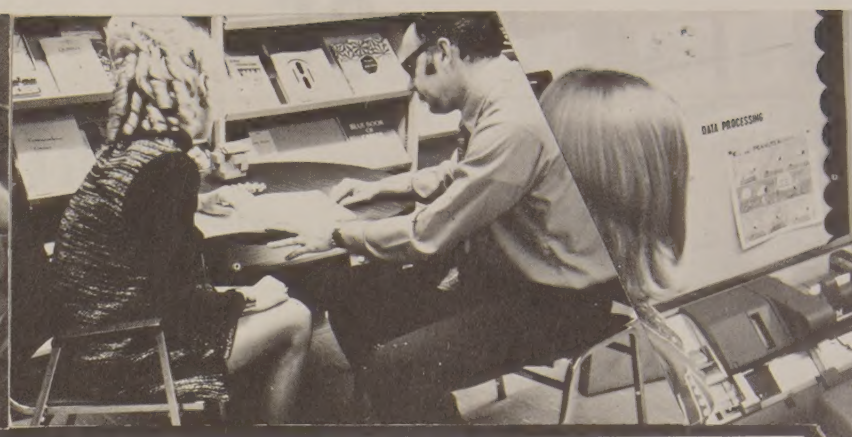

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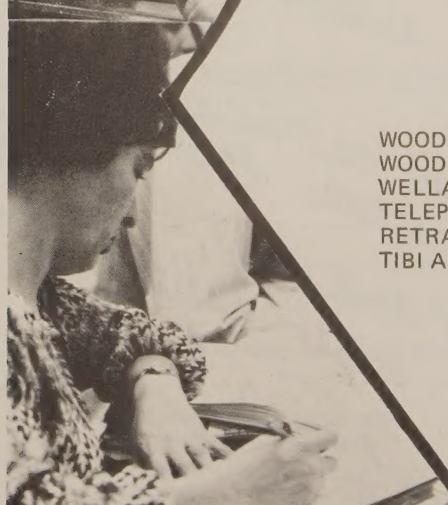

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-nd -n to the -e number of -, the requirement for -tors also increases.

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Dear Margie:
Sorry I haven't written recently, but I've been wrapped up in things happening at Niagara. I've been doing a marketing survey on Wine consumption, and I've been working on an idea for a heavy blacklight display for my store window project in the marketing area. Thanks a lot for coming up to the Falls. Everyone was really taken with you, including me. I was discussing job possibilities with our Placement Officer, and it looks promising. There are some real good jobs with a good salary and fringe benefits. Last night at our Pub we had two great bands plus a pep rally for the Basketball and Hockey Teams. Your brother was telling me about his first year of General Business. He seems to be enjoying Accounting and Data Processing. He said his trip to Quebec with the Ski Club was almost as good as his trip to the brewery with the Sales and Marketing Club. I guess he is really getting involved which is great but this is beginning to sound more like a letter from him than me! I wonder if you would like to come up to the College and visit our Secretarial Facilities. The chicks in the course really love it. If you are free to come, I'll make reservations for dinner at the Hotel School. Each Monday the students serve a very delicious dinner in their dining room overlooking Niagara Falls. Well listen Cuddles, I have to run now, I'm writing an ad for a high school paper called Image. Write soon.

Love,
John

Art Blitz

??????

# MYSTIFICATION

By VYDA BUTKUS

ST. CATHARINES—An evening at the Storefront Art Blitz may prove mystifying.

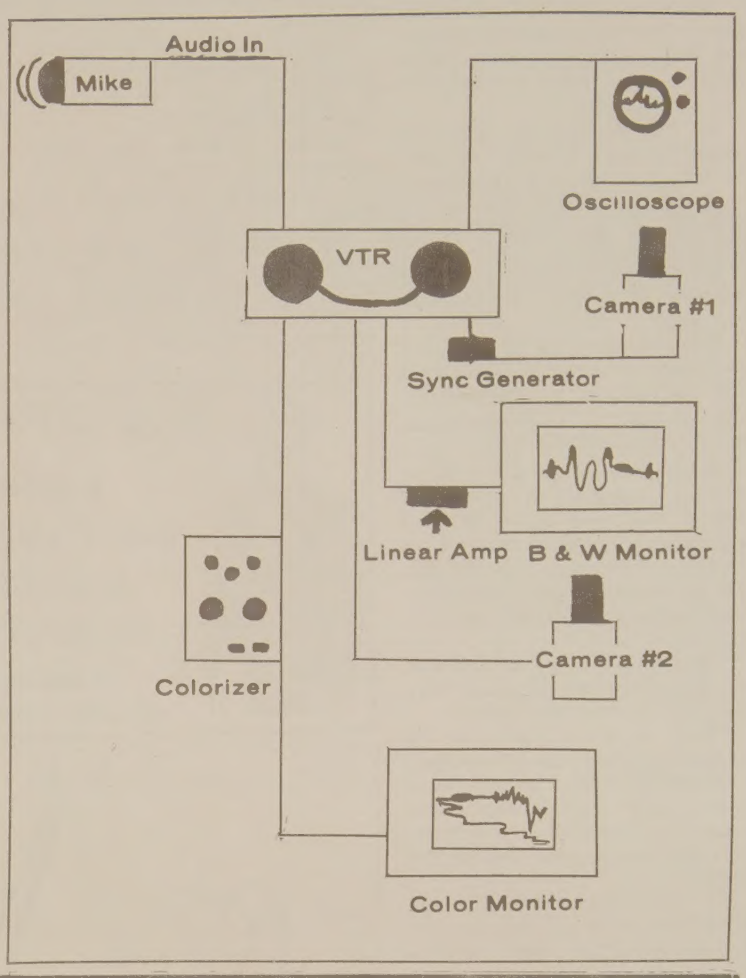
Four Brock University students who have been working on a Video Support Project, since receiving a Local Initiatives Program grant in January, gave a display of video technology.

The display, conjured up by Richard Letkeman, has no name but involes the use of recorder, TV monitor, colorizer, moog synthesizer. camera and oscilloscope.

The synthesizer fed sound into a VTR which showed a modulated picture on the oscilloscope. The pattern was filmed and reproduced on a black and white monitor; this was filmed and further reproduced on a color monitor which was attached to a colorizer.

"The principle on which this process works is the system of cameras and recorders, which simulate sound from its own sound, sent in electrical signals to the projection tubes where it is created into light. The colorizer enables the three color reflectors to merge into varying patterns," said Richard.

Their objectives is to get video into high schools and prove that technicians are capable of caring for their own equipment.





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# POSSIBILITIES PONDERED FOR WORLD OF FUTURE

By CHUCK SCHUMACKER

Aero-cars, mobile sidewalks, dehydrated food pills, computered symphonies, cyborgs, undersea cities, a scorched, burned-out planet are all contemporary views of man's future.

Ed Wilson, instructor of "The World of the Future", an English elective, lays all the prospects and predictions before his class as a fortune teller lays out his cards.

"These are the possibilities," he smiles. "Let's take a look."

Using films, tapes, and other electronic media, Mr. Wilson shows both the positive and negative aspects of the future.

The beginning few lectures discuss not only what the year 2000 could be like, but also if man will even reach it.

Mr. Wilson admits his own views and biases of the future, but "I don't push my own views. The object of the course is to show the students which way we can go.

"There is a choice. We can choose between suffocating in smog or cleaning it up."

Man's inability to cope with some of his technology is discussed through films like "23 Skiddoo" and books like Alvin Toffler's "Future Shock".

In "23 Skiddoo", a Canadian film, a trip is taken from the suburbs to downtown Montreal — but there are no people anywhere. Escalators and automatic elevators are still running. Cigarettes are still burning in ashtrays, but there are no people. Finally, after an eerie 12 minutes, a teletype machine takes over the screen. On it is printed a message: the world's first neutron bomb has been successfully exploded.

The message explains what a boon to modern warfare the neutron bomb was. The bomb only disintegrates living, human cells; structures and landscapes will not be destroyed. End of message.

Toffler's "Future Shock" also paints a sometimes pessimistic view.

As Mr. Wilson explains, "Toffler says we are in for many problems if we don't start recognizing problems now."

Mr. Wilson who taught the course last term says, "I think the course could be one of the most important courses a student could take. Things are changing so fast it will be necessary to prepare oneself."

Several video-tapes and movies record the strides being made for the comfort of future man and his family: four-foot high, three dimensional television, global stereo speakers, inflatable furniture, lighting panels and gadgets to provide temperature-controlled living.

Mr. Wilson, himself, is very interested in the future. He has a strong Christian background with considerable emphasis on the prophetic books in the Bible.

It was "Future Scock" that stimulated him to start the course. Discussing the book with other people, eh found that many more were interested in the future than he had thought.

He feels that his course, the only future course in a peninsula college, is necessary for young people to prpepare themselves for the possibilities of 1984, A Brave New World. and Future Shock.

# TECH. STUDENTS TO TRY TO ZERO IN ON CLOUDS

By MEL YANKOO

If the weather is right, visitors to Open House will get a chance to look at Canada from the heavens.

Third year Niagara College electronic students are making a miniature satellite centre.

During Open House, they will try to receive a signal from weather satellite, which will produce a picture of cloud fromations over Canada.

"It will take 200 seconds for the staellite signal to reach a television monitor," Joe Kpec, technical instructor said.

But there will be many difficulties.

The satellite must be over the horizon for a proper signal to be received. It is expected to be over the horizon on the morning of Open House.

A print may be made of a cloud formation, but at 30 cents per print, "the cost is quite expensive," Mr. Kopec said.

If the weather conditions are good then four clear pictures of cloud formations over Canada may be received, third year student, Rick Toth said.

If the weather conditions are poor then students can promise only a simulation.

The satellite is ESSA—8, launched by NASA in 1963.

A weather satellite has a life expectancy of eight years. The ESSA—8, in its ninth year of operation, is expected to cease operation any day, Mr. Roth said.

This amateur satellite receiving station will cost the electronics department less than $300.00, because the more expensive equipment will be supplied by the college.

# Day Care Centre For 90 Tends To Special Problems

By DENNIS MULLAN

The little old lady who lived in a shoe didn't have anything on Mrs. Margaret Hamilton. As a Niagara College instructor at he Early Childhood Education Centre, Mrs. Hamilton must oversee the care of about 90 children each day.

The centre takes in children of working mothers and children having special needs such as problems relating to others their own age. Mrs. Hamilton, an Early Childhood Education graduate and six qualified pre-school teachers look after 30 children in the morning, another 30 in the afternoon while 30 remain all day in the day care part of the centre.

The centre, which Mrs. Hamilton helped design with children's needs in mind, is "ideally set up" with an active playroom, a quiet playroom, a kitchen and a washroom with miniature toilets.

The centre is a learning environment for the children as well as Early Childhood students.

"We try to give the children concrete learning experiences," said Mrs. Hamilton. She explained the children just recently learned different shapes with the use of small wooden pieces in the form of triangles and squares.

The 75 girls in Early Childhood Education also get a chance to get practical experience working with and observing children.

# PUBLIC ADMIN. PROGRAM CHANGED IN NAME ONLY

By LES MATE

The public administration program, taught by David Michener, has had its name changed to Government Operations.

The course is in no way modified by the change which came about because some employers were associating the Niagara College program with university courses.

These courses tend to offer very unspecific studies and Mr. Michener feels they have reflected badly on the colleges' course.

The program is also one of the least popular in applied arts. Mr. Michener believes it is because it is misunderstood.

"The students have no trouble getting jobs and we can't be specific about them," he said, "The only thing we can be specific about are the job opportunities."

The NC program offers training in basic office operation, accounting and specific training in municipal government. The students are taught how and why the governments operate.

Graduating students from the course are almost assured of jobs upon completion of the course.

"They could get jobs at the federal, provincial or municipal levels," said Mr. Michener.

It is a very liberal program offering more different subjects than any other in the college, Mr. Michener said. There is a high dropout rate because many people do not like taking geography or history, he added.

# MAGAZINES

By GARY ERB

Magazines have four main principles, according to James Cuthbertson, Today's Magazine instructor to inform, guide, assist and entertain the reading public.

In his elective, all types of magazines from "Playboy" to "Better Homes and Gardens" are discussed, ranging from the formula or objective of the magazine to the format or layout.

"Each magazine has a specific objective and layout," Mr. Cuthbertson says.

Students learn the functions of magazines in the areas of research into the needs of readers, advertising, circulation, production and editorial function or policy.

Students must present a study on one magazine of their own choice. The presentation describes the magazine, suggests the type of reader it is aimed at, and discusses the use of advertising, its entertainment value and effect, if any, on society.

"Students may use any method of presenting their magazines they like," Mr. Cuthbertson explains.

"Each student is marked on the presentation by their classmates."

Magazines like Canada's MacLeans, Helen Gurly Brown's Cosmopolitan, Seventeen and Toronto Life have already been discussed by students .

"I enjoy the seminars of students because we get their personal opinions of certain magazines," one student said.

"News magazines like Time and Newsweek brought attention to the Vietnam War with pictures."

He believes editors have certain commandments which they live by.

Editors must believe the magazine is the readers' property and be guided by the readers' wishes.

"Magazines change with attitudes of readers," he said.

Mr. Cuthbertson defines a magazine as a "storehouse of information," a collection of papers containing interesting material for the reader and bound together.

All magazines can be divided into certain categories or classifications "although many magazines overlap into other categories."

The layout of the cover page is important along with the magazine title.

"It is the first thing the reader sees when the magazine is bought," Mr. Cuthbertson said.

# SPRING FASHION SPRUNG

By CHUCK SCHUMACKER

Spring is sprung, the grass is riz and Centennial will be where the fashions is.

April 2 and 3 will be the first annual Fashion Arts fashion show. It will be held at Welland's Centennial High School.

Student producer Peggy Dakin said the show is a major project for the second-year fashion arts students.

"Second-year is handling the whole show: contacting retailers, setting up the show, and all promotion. Some of the first-year students will be aksed to model the fashions."

Miss Dakin said local retailers have been approached to supply the clothing. The students who are modelling will be fitted at the retailing outlets and the clothes will be delivered before the performance.

The purpose of the show, Miss Dakin says is to give the students experience in "merchandising, working with retailers, and setting up a fashion show."

"Anyone can do it right. The hard part is doing it well," Miss Dakin smiled.

There will be a $1 admission charge for the show.

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# ERT Remedial Reading Program Offered To Students, 8-12 In Welland And Area Schools

By LINDA CLARK

Second-year Educational Resource Technicians are doing remedial work with grade school children between eight and 12 for the Niagara South Board of Education.

Twice a week, On Monday and Wednesdays, the students go to elementary schools in Welland to work with children who are slow in some areas, mostly reading.

Schools involved are Memorial, Matthews, Elmwood, and Saint Peter and Pauls.

"What we are trying to do is give the child the individual attention he doesn't get in a classroom of 30 or 40," said Elvira Lucas, instructor who teaches remedial work to ERT students.

Working with these children is part of the ERT program.

"We want our students to get practical experience," she said. "We can't provide the human element at the college, only the theory."

Each student works with one particular child whom a psychologist has tested. Students follow guidelines set up by Gail Woodruff, an itinerant, remedial teacher, and theory taught by Mrs. Lucas in class.

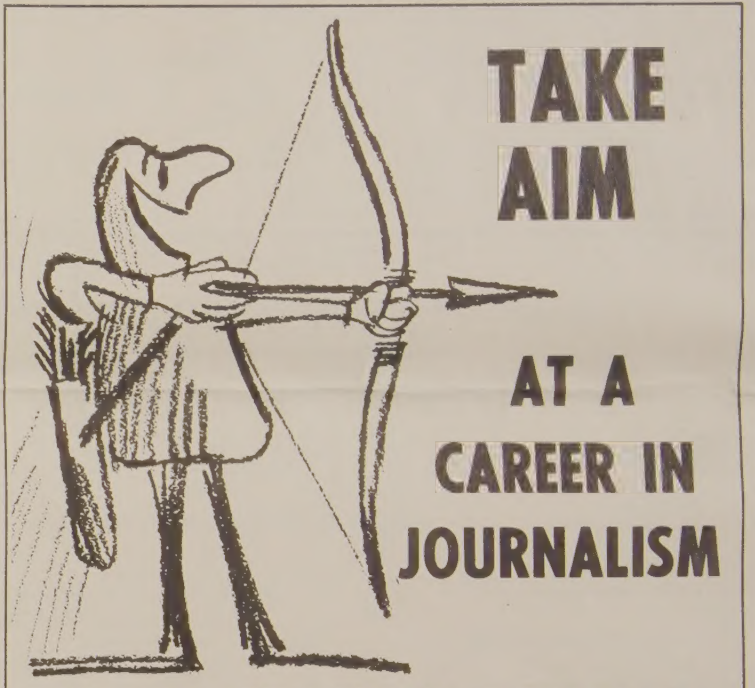
When working with these children, ERT students emphasize the use of all senses and game activities.

Elementary schools are trying to avoid the none "Opportunity Class" because of the stigma attached to it by other children.

Therefore the exercise is working out particularly well.

Children who can't progress with the rest of the class are getting the encouragement they need and ERT students are getting the practical work they need.

"Working with children with learning disabilities is only one part of the work our students will do when they graduate," Mrs. Lucas said. "But some of our students like it so much they hope to gain full-time employment in this field."



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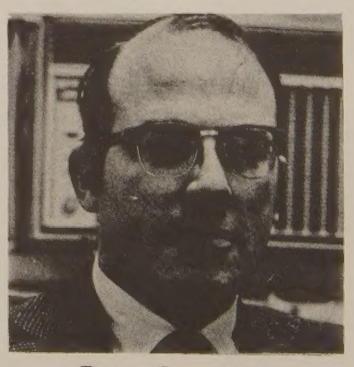

Doug Campbell,

Chairman of Extension School of Technology, is available today to discuss part-time programs for employed adults in the Mechanical, Electrical, Chemical Technologies, Fire Protection, Stationary Engineering, Industrial Apprenticeships and many other technical interests. See Mr. Campbell at one of the Extension Studies Displays — Black Walnut Building or the Link-up locations.

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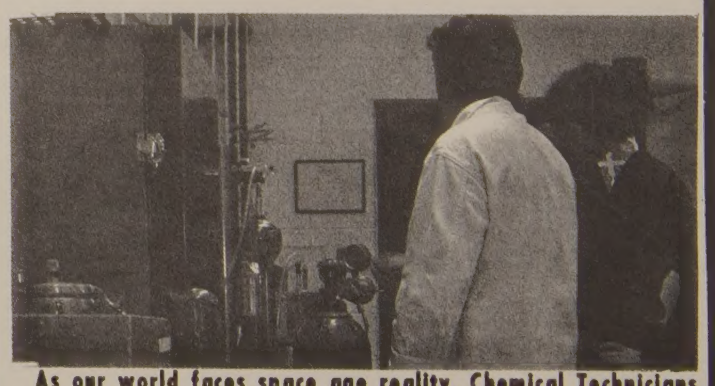

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Having fun is a large part of every child's life and children at the Niagara College Childhood Education Centre are no exception. (Photo by Dennis Mullan).

# Writer, Ex-NC Student Gives Show At Art Blitz

By VYDA BUTKUS

ST. CATHARINES — Camera bulbs flashed, movie cameras whirred and tape recorders captured St. Catharines poet and artist, Dennis Tourbin, during the first reading of his one-man show at the ARt Blitz.

He is best known for his Port Dal Hoosie Stories, which tell of a young boy growing up in a small Ontario town. The boy is not so much Dennis, as it is anyone who has grown up in any small town.

As he said in one of his diaries, "Us---we aren't Canadians; we're from Port Dalhousie."

He started with a two-page dedication to: "...old Centre Theatre, Hawkeye, Fergie, Jim, — the big one, Tank and Bunker, Dipply, Corney, mud puddles and rubber boots, pointed shoes, Dooser, the one who saw Santa Claws coming up over Lake Ontario every Xmas, but most of all to Port Dal Hoosie, not a good place to live, but a better place to dream...you remember..."

"...back in..." 1968 Dennis enrolled in social services at Niagara College. He stayed for one year, long enough to receive a government grant so he could afford to write.

"Jean Black (former English Instructor at the college) gave me the positive reinforcement I needed to continue writing."

Now he is one of the most controversial writers in Ontario — often referred to as a second Stephen Leacock, — because of his Port Dal Hoosie Story. CBC banned his second scheduled reading from the air, almost three years ago. This was his first public reading since.

Dennis was born in St. Catharines May 8, 1946, and moved to Port when in his early teens. His life's mosaic included being drummer for "Evil" and "Rainy Field" and later as usher at the Palace Theatre and toll collector on the Garden City Skyway.

"...remember when."

He lives in a 150-year old red brick school house, 20 miles north of Peterborough, writing, feeding wild birds out of his hand, fishing in the creek on his land and "really going to town" when he does. He calls the image corny.

He has just finished part of a project in which he presented participation showings at Haldimand County Schools. He was selected by Ontario Arts Council to participate in the Schools Project, later taking two student apprentices into his studio.

Dennis, his wife Denise, and a fellow artist will work on a L.I.P. grant when the Art Blitz is over. They will travel through the Kawartha area displaying and explaining their works in schools and old peoples homes.

He has written for 20 Cents Magazine, Twelve Mile Creek (published in St. Catharines), Alternate Society, CBC's Bringing Back the Future, and Madness Conference at the University of Toronto.

Recently, he has introduced a new form to his poetry — Visual Poems. These are excerpts of his works, painted on canvas with acrylics, in partial newspaper form, with incomplete words and sentences.

"The purpose for this type of poetry is to create speed and impact of the god TV. It is a lasting image of news reflected on TV completed in the viewer's mind."

His exhibits have been housed at Soul of Niagara, Rodman Hall Invitational Summer Show, St. Catharines and District Music and Arts Festival, Brock University, Brantford Art Gallery, and Kitchener-Waterloo Art Gallery.

**LARGEST WINE CELLARS**

The largest wine cellars in the world are at Paarl, those of the Ko-operative Wijnbouwers Vereeniging near Cape Town, in the center of the wine district of South Africa. They cover an area of 25 acres and have a capacity of 36,000,000 gallons. The largest blending vats have a capacity of 54,880 gallons.

# WATCH FOR ELEPHANTS IN YOUR ONION DIP

By LES MATE

The only thing more difficult than finding a square circle is trying to eat the hole in a doughnut, and on April 1 you are apt to be told to do both.

April Fools Day originated in France in 1564, when Charles IX moved New Year's Day from April to the first of January. Not only did this give him a longer Chrismas holiday but it also made the printing of calendars much simpler.

Some people persisted in celebrating New Year's on April 1 and these people came to be known as April Fools, or as the French say, April Fish.

The timing of April Fools Day may also be related to the vernal equinox (March 21, day of equal light and darkness) when nature fools mankind with sudden changes of weather. Nature can fool us, but we better not tell her that what she thinks is butter is really margarine.

In Scotland, people are called April gowks and on that day they are told to "hunt the gowk." A gowk in Scottish is a cuckoo and many Scots are, but not as much as the Mexicans, who celebrate All Fools Day on December 28. If they were not so busy drying their backs they would have more time to read calendars.

In England they discount the theory that April Fools Day originated in France. They tend to believe that the day is a relic of some heathen Celtic festival. However, this theory is quite absurd because most people know that the Celtics are from Boston and not England. The Celtics are certainly not heathen either, although some of them are Presbyterians.

April Fools Day is celebrated throughout Europe and there are even festivals related to the first day of April in India. In india, however, it is a bit more difficult to play tricks on people.

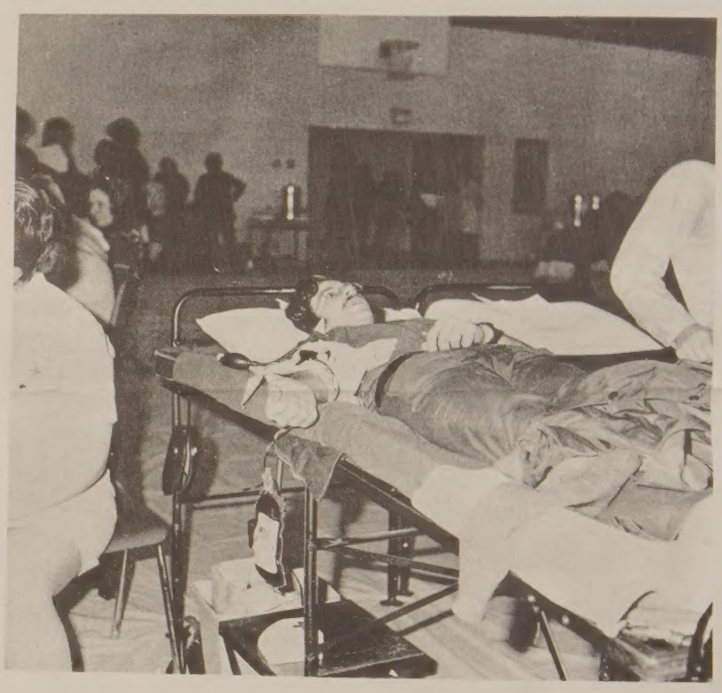
In retaliation for some particularly fowl trick with say, a chicken, you could find a cobra in your bed or an elephant in your onion dip, and there is nothing quite as bad as grey dip with peanut butter breath.

April 1 is also famous today because of that great inventor Alonso P. Yo-Yo. As we all know, he was the inventor of that great children's toy — The Alonso.

The tricks perpetrated on the populace no longer are the childish ones used a decade ago. Today's tricks have been refined to a fine art.

You seldom see the old string-on-the-wallet trick. One of the best places to see and even be part of the modern generation of tricksters is Central Park in New York. All you have to do to witness them or even participate in them is to take a leisurely stroll through the park at night.

The two things to remember on April Fools Day are to keep your wits about you and not play tricks on too many women. As the great William Shakespeare said, "Hell hath no Fury... like a Plymouth."



Thirty-six more people than last year turned out for the blood donor clinic sponsored by W SAC and the Canadian Red Cross at Niagara College March 15-226 to 190 last clinic.

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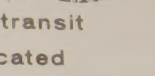
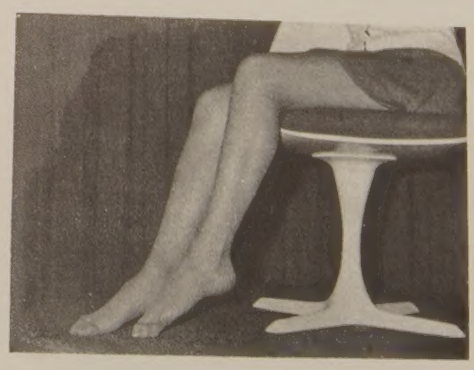


Where Can You See These Legs?



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# NIAGARA GIVES FANTASY WORLD TO CHILDREN

Shave and a hair cut two bits — unless the hair is glued on. Ann-Carol Whittaker gets a helping hand from Theatre Arts student Shirley Ascroft in making a mustache for Theatre Fun. Theatre Fun is offered by Niagara College Theatre Centre to children from 5 to 15. **(Photo by Flowers)**

By DON FLOWERS

Excited squeals and laughter fill the air as 29 children take over the world of fantasy at Niagara College Theatre Centre. Every Saturday the Centre turns into a miniature three ring circus for a course called Theatre Fun.

It is taught by Theatre ARts students; area children pay $6 per term to learn movement, make-up, creative drama and playmaking.

"it gets bad when you have to get up every Saturday morning," Shirley Ascroft, one of the student teachers, said. "But it gets better once you get here."

Her class was a beehive of activity with children putting on grotesque bruises and wild beards; down the ahll in a rehearsal room a play was being worked on and a third class was in a lecture hall.

Courses are set up by the students and approved by Frank Norris, Theatre ARts program coordinator. Classes rotate every half hour.

Theatre Fun, which started three years ago, provides materials and space for the children. Alternate Saturdays children's plays are put on by Theatre Arts students for the children's enjoyment.

A bit of slapstick and a lot of humor are the common denominators of the plays which range from Prospero's Magic Cape, a rewrite of Shakespeare's The Tempest to a lighthearted fantasy, Chicken Made of Rags.

Sets arynot elaborate and leave a lot to the child's imagination.

Theatre Fun is not set up to indoctrinate children into Theatre Arts, says Mr. Norris, but to give them "a little bit of background in theatre."

# *Consumer Ed. Program's Goal*

By LINDA CLARK

Getting "ripped off" in stores and problems of car buying, insurance companies, false advertising, and credit purchasing were discussed on a Student Consumer Program on Niagara College CKNC/TV.

The program March 16 served as practice for Radio and TV students and to promote Student Consumer Education for the counselling department.

Judy Dohn and Jo Ann Erling, hired by counselling to set up a consumer education program, were moderators.

Four Niagara College students — Mary Prebble; first-year library technician; Don Flowers, second-year journalism; Bob Harasty, third-year business administration; and Dale Everton, first-year general College Diploma were the panel.

"It is our hope that eventually Niagara College will become a resource centre for the area on consumer information," Mrs. Dohn said.

## SYSTEMS from page 1

a pure form of Systems Approach.

"We think we know where we're going," he added.

Mr. Norton agrees with the idea of students learning at their own speed.

"The Systems approach doesn't necessarily mean a self-paced method of teaching," he said, "but to move in the direction of self-paced instructiois desirable."

"You must have a tremendous degree of flexibility that you haven't had before," he told the teachers. "You must be able to do anything, at any time, in any way."

After lunch, the visiting teachers were able to attend various workshops which graphically displayed the Systems Approach to education.

## PAST from page 1

Bowen in January, 1972. Mr. Manera is the youngest community college president in Ontario.

In Fall, 1971, the first floors of the $2.5 million Simcoe Building and Tecumseh Centre was opened, along with Hamilton Hall, a new lecture theatre. In late 1971, the second and third floor were opened. The last structure to be opened was the "link-up," in November, 1972. It connects the Voyageur Block and Tecumseh Centre, and houses the bookstore, and placement and counse ling offices.

Outside areas were alsmo made available to give students a more practical learning experience. The refectory in Niagara Falls was leased for the Hotel and Restaurant program in September, 1970, and in Fall, 1969, the Theatre ARts program presented a play in an old church, L'Eglise de Sacre Coeur, on Empire Street, Welland.

## FUTURE from page 1

expansion," Mr. Manera said. He said he would push for expansion of the cafeteria and added, "a bird in the hand is worth two in the bush."

For permanent structures, he said he wanted buildings adequate in terms of space and environment conducive to learning.

Mr. Manera stressed that buildings could be permanent and yet could still be flexible.

Mr. Wyatt said he, personally, would opt for steel frames which would offer the same flexibility as semi-permanent.

Buildings are called temporary, semi-permanent or permanent for financial reasons. Temporary buildings last up to 10 years; semi-permanent 10 to 25 years and permanent more than 25 years. Examples on campus of each category are, respectively: portables, Mackenzie building, and Simcoe building.

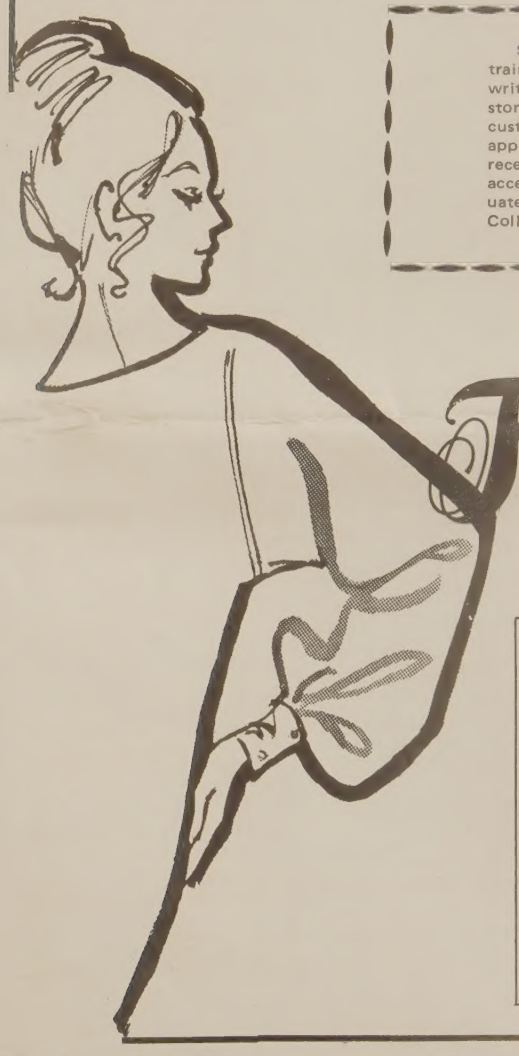
Mr. Wyatt said the cost of maintaining semi-permanent buildings was quite high but, according to Dr. Stuart, new methods of coating steel on this type of building should result in low maintenance costs.

Dr. Stuart said he preferred semi-permanent buildings because they were cheaper to construct — Mackenzie cost $20 per square foot compared to Simcoe at $27 and Voyageur at $40 — and because it is cheaper to make changes.

A new ventilation system in the Voyageur foundries will cost an additional $8 per square foot for that area.


## HELP WANTED MALE AND FEMALE

Situations available in retailing for trainees as fashion buyers, consultants, writers, illustrators, department and store managers, in advertising and customer service departments. Successful applicants will be enthusiastic, alert receptive to new ideas, capable of accepting direction, creative and graduates of Fashion Arts Course, Niagara College.



Fashion Arts

**... a 2-year programme to prepare you for an exciting career in fashion retailing.**

The retail world needs young men and women who are well versed in the many skills of merchandising. As a Fashion Arts Student you'll study:

- Current fashion trends and fashion history. Retail merchandising, organization and management. Advertising and Sales Promotion.
- Fashion Design and Garment Construction. Consumer acceptance and rejection patterns.

**Phone Niagara College today — 735-2211 for your Fashion Arts Application and Course Information.**

## "NIAGARA COLLEGE GRADUATES HAVE GOOD COMMUNICATION SKILLS" SAY 83% OF EMPLOYERS *

The English Division of Niagara College invites you

To improve the skills you need to earn a living by enrolling in:

Basic Communications
Speed-Reading
Public Speaking
Business Report Writing
Business Communications
Technical Report Writing
Technical Communications

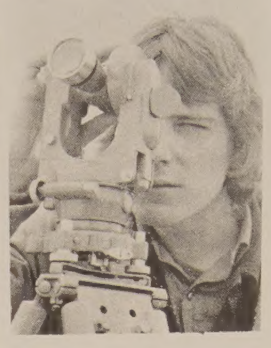
To broaden your interests and increase your knowledge by enrolling:

Creative Writing
World of the Future
The Film
Eight Novels
Canadian Literature
Introduction to Mass Media
Wit and Wisdom of Bernard Shaw

These courses and many more are available to day and extension students. Call 735-2211, local 271, for information about day-time courses and local 219 for extension study opportunities.

* Employers of Business Graduates surveyed by Placement Office, 1972

# THE TORONTO SCIENCE CENTRE HAS A LOT TO OFFER ...
# BUT SO DO WE AT NIAGARA COLLEGE



### SURVEY TECHNICIAN

Surveying has many faces and offers a variety of opportunities. For the answers to your questions on this fascinating subject, be sure to visit TOM McGUINNESS, Survey Program Co-ordinator, and his survey crews in Room V15/16 of the VOYAGEUR BLOCK.

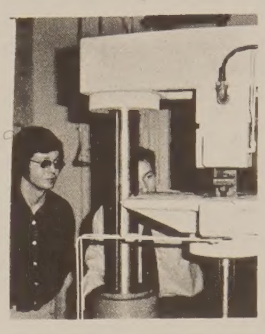
Mr. McGuinness

Mr. Kopec

### ELECTRONIC TECHNOLOGY

All aspects of life today are effected by electronics. This electronics program encompasses the fields of: computers, medical entertainment, industrial control, terrestrial and space communications.

Mr. Kopec can help you discover an exciting career in electronics technology. He has an electronic computer in Room V-2 which you can operate. Drop by and see him.



### ENGINEERING TECHNOLOGY, PHYSICS AND METALLURGY

There are those who encounter influences which help them decide upon a specific career before they finish secondary school, but there are more that do not. Get started toward a materially rewarding career with opportunities for real job satisfaction.

Talk it over with Mr. P.J. Beswick. You'll fine him in either the Physics Lab (H-19) or the Metallurgy Lab (M-22).

Mr. Beswick

Mr. Strawford

### CHEMICAL TECHNICIAN CHEMICAL TECHNOLOGY

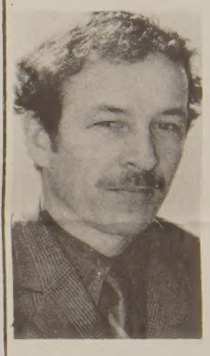
The Canadian chemical industry has experienced phenomenal growth in the last decade and has opened up a host of opportunities for techncians in chemical research, product development, applications and production.

Modern living is the product of Chemical Technology. Visit us in Rooms M-21 and H-20.

### REFRIGERATION AND AIR CONDITIONING

BUILD YOUR FUTURE IN COMFORT, or more precisely, environmental control. Discover how heat can produce refrigeration. Be sure to visit Room V15/16 and have George Takata or one of his students explain the equipment in the Refrigeration and Air Conditioning Laboratory.

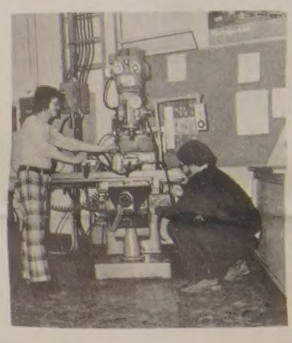
Mr. Takata



Mr. Ciolfi

### MECHANICAL ENGINEERING TECHNOLOGY

Open House in Room M23 features activity of interest to everyone, but especially to those seeking a career in MECHANICAL TECHNOLOGY. I invite you to witness how materials are tested in tension and torsion; how stress and strain measurements are made and how hydraulic and pneumatic circuits operate. I will be available to answer any questions regarding the MECHANICAL ENGINEERING TECHNOLOGY program at Niagara.



### INDUSTRIAL INSTRUMENTATION

Automatic control of industrial processes is a prime factor in achieving the increasingly high productivity, quality control and pollution abatement demanded by modern industry. Industrial Instrumentation technicians work at the nerve centre of industry.

Mr. Newton

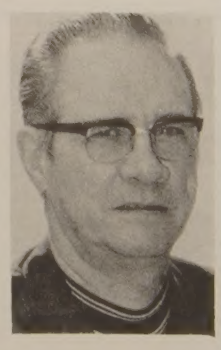
Mr. Knebel

### ELECTRICAL TECHNICIAN

Electrical Technician students have automated the services of a "DUMBWAITER" for doing useful work. To see how the "DUMBWAITER" may help you, drop in to M-18 and employ his services. Have an Electrical Technician student explain its' operation, and have Mr. Knebel tell you more about careers in the Electrical Technician Program.

### ELECTRONIC TECHNICIAN

Occupying a key position between the engineer and the craftsman, the Electronic Technician is trained to maintain both simple and complex electronic and electrical equipment. For those interested in this field, the following filsm will be shown in M-24. "Power for the Moonship", "Magnetism at Work."



Mr. Schleihauf

Mr. Miethig

### CONSTRUCTION TECHNICIAN

You will learn to produce drawings as they apply to the architectural and the structural field and to mechanical installations. Quantity surveying, structural design, construction management, field surveying, building materials and methods are the main courses of this program. A special feature is the on-the-job-training during the last term.

# SCHOOL OF TECHNOLOGY